DOCUMENT RESUME

ED 164 842 CE 018 771

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TITLE The Minority Recruitment Program for Wisconsin VTAE System. Final Report.
INSTITUTION Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE 30 Sep 78
NOTE 11p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Administrative Personnel; Adult Education; Advisory Committees; Affirmative Action; *Faculty Recruitment; Internship Programs; Job Placement; *Minority Groups; Program Content; *Program Development; Program Evaluation; *Recruitment; Resource Centers; Resources; Staff Role; Teacher Exchange Programs; Technical Education; *Vocational Education
IDENTIFIERS Wisconsin

ABSTRACT

This final report examines the progress of the Wisconsin Vocational, Technical and Adult Education (VTAE) program to recruit and employ minorities for existing and future teaching and administrative vacancies. Recruitment activities in the vocational studies center are outlined, along with activities of the program's advisory committee and state VTAE districts. A list of resource information and contact persons is given. A recruitment plan development is examined for September-December 1978 and a program timetable for all of 1978 is presented. Another section addresses the needs, goals, objectives, and the timetable projected for 1979. The present status of program efforts is evaluated and major need areas are identified. Program components such as application procedures, intern experience and teacher exchange are examined. Performance objectives within the vocational-technical districts and process objectives are listed. Also identified are the roles of vocational-technical district affirmative action officers, department chairpersons, and the program director. Specific project responsibilities are named, including contact with minority colleges and interaction with military recruiters. Finally the 1979 timetable presents planned activities for the coming year, such as recruitment from institutions, placement of intern employment candidates, and securement of district funding for the following year. (CT)

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Final Report

Project No. 20-009-150-318

# The Minority Recruitment Program for Wisconsin VTAE System

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May 1, 1978-September 30, 1978

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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Program Title

The Minority Recruitment Program for
the Wisconsin VTAE System

Introduction

Prior to the present time, the vocational technical districts within the State of Wisconsin have expressed concern over the limited number of minorities being employed for teaching and administrative positions. Most VTAE districts have attempted to recruit and hire minorities for teaching and administrative positions as vacancies occur; however, attempts at recruiting and hiring minorities for professional areas have not been successful.

The project proposal entitled, Recruitment of Minorities for Administrative and Faculty Positions in the State Vocational, Technical and Educational System, was developed to assist VTAE districts with addressing the concern of recruiting and employing minorities for available professional positions. The ultimate goal of the original project proposal was to develop and implement a mechanism through which minority graduates could be contacted and recruited directly from colleges and universities for teaching and administrative employment opportunities within the VTAE System.

The original project proposal was to have become operative in February of 1978; however, due to the failure to identify a qualified Project Director until May of 1978, there was a significant delay in the initiatory activities of the original proposal. Nevertheless, in the three month period of the project's operation, great progress has been made in the shaping of a model for developing and implementing a recruitment mechanism.

The first three months of the program's existence were focused on the development of strategies for the following areas. Specific recruitment activities of the Program Director are listed below:

I. Vocational Studies Center

1. Acquaintance with programs, resource persons, organizational structure and operational procedures of the Wisconsin Vocational Studies Center.
2. Acquaintance with the needs, the goals and the objectives delineated in the program proposal.
3. Orientation of Program Secretary.
4. Project Title was selected: The Minority Recruitment Program for the Wisconsin VTAE System.
5. An information sheet, which describes the purpose, the services and the benefits of the program, was developed and is given to contact persons and individuals interested in the services of the program.
6. Development of a Job Bank.

II. Advisory Committee

1. A fifteen member Advisory Committee was selected to assist the staff of the program in evaluating the program as it relates to meeting the goals and objectives stated in the program's proposal.
2. Two Advisory Committee meetings have been held since the program became operative.
3. Advisory Committee members have conveyed information about the program to significant others and interested others witnin their work areas.
4. Advisory Committee members have demonstrated a willingness to refer persons interested in position availabilities and intern positions to the Program Director.

III. VTAE Districts Participating in the Program

1. Participating Districts: Wisconsin Indianhead, District One (Eau Claire), Western Wisconsin, District Four, Gateway, Waukesha County, Milwaukee Area, Lakeshore, North Central, Nicolet and Southwest.
2. The Program Director visited all districts, meeting with District Directors and interested others as identified by the Directors, by July 21, 1978.
3. The primary purpose for district visits was to meet District Directors; give an overview of the program; obtain insight into each district's concerns and needs relative to the employment of minorities in various professional areas; obtain information on intern position availabilities and when, where, number of intern positions renumeration, etc. relative to intern placements in districts. Information in the above areas was obtained and will be used for recruitment purposes.
4. Information was also requested on the following areas:
   A. Social, cultural and community relations information about districts.
   B. Employment opportunities information.

IV. Identifying Resource Information and Contact Persons

Resource Information

1. Handbook for Recruiting at the Traditional Black Colleges and Universities from the College Placement Service.
2. Directory of Minority Institutions from the Office for Advancement of Public Negro Colleges and Universities.
3. Directory of Approved Institutions, 1978 from the Vocational Educational Personnel Development Consortium.
4. Working together - Resource and Referral list for Black groups.
5. Working together - Native American Resource and Referral list.
6. Working together - Hispanic Resource Referral list.
7. Great Lakes Inter-tribal Council roster.
8. Map of Native American Settlements in Wisconsin.

9. List of colleges and universities with significant enrollment of Spanish surnamed students having Cooperative Education programs.
10. Information on Military Training Centers.
11. Contact persons for the Wisconsin Manufacturers Association.
12. Wisconsin Improvement Program - How it has been helpful to me.

Contact Persons and Contact Areas

1. State Board:
   Christine Nickel - Certification Code
   Bruce McConnell - Relative to Native Americans
   George Kinsler - Instructional Services
   Fred Heistad - Program Concerns
2. Individuals at the University of Wisconsin related to minority recruitment.
3. Individuals within the Madison community related to minority recruitment.
4. The National Center for Research in Vocational Education.
5. The Wisconsin Association of Vocational Educators.
6. Minority Recruiter for the State of Wisconsin.
7. The Wisconsin Manufacturers Association.

V. Developing Recruitment Plans for Septerber - December 1978

1. Determinations Made District Level: Number of intern positions available; areas where interns can be placed; intern renumeration; when intern can be placed; intern selection procedure; who is to be informed of intern candidates; areas where there will be long range and immediate teaching and administrative employment opportunities; review all information and material from districts.
2. Determined colleges and universities to be the primary recruitment area during September to December 1978.
3. Selected higher educational institutions to recruit from.
4. Gathered information on institutions selected.
5. Began making recruitment plans with institutions.

VI. Program Timetable for the Duration of 1978

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|---|---|
| August: | Submit Program proposal to IPA for 1979; contact and visit districts not participating in program; prepare program's progress report for District Directors, Affirmative Action Officers and Advisory Committee members. |
| September: | Meet with Department Chairpersons within some districts; began out of state recruitment. |
| October: | Recruitment; feedback to districts. |
| November: | Recruitment; feedback to districts; districts participating in out of state recruitment trips. |
| December: | Recruitment; place spring interns; continued communication with districts; intern candidates and institutions. |

The above concludes the activities and the accomplishments achieved by the Program Director during the first funding period of the original minority project for the Wisconsin VTAE System.

The following pages will address the needs, the goals, the objectives and the timetable projected for 1979.

## I. Evaluation of Present Status of Program Efforts

All participating districts were visited by July 13, 1978. On July 20, 1978 the Southwest Wisconsin District became the eleventh district to become a program participant. It is very likely that two to three more districts will agree to participate in the program.

The program and the Program Director were well received, encouraged and supported by all participating. While attending meetings with District Directors and significant others, needs and concerns were identified relative to the recruitment of minorities for teaching/administrative vacancies and intern experiences. In essence, all participating VTAE districts expressed a clear cut need for assistance with recruiting minority candidates for professional position availabilities.

Listed below are some of the major need areas identified by District Directors and significant others within the districts.

1. Due to the geographic location and the minority communities being serviced, many districts have indicated a need for assistance in recruiting specific minority group numbers, however, all districts expressed an interest in having candidates from any minority group.
2. In looking at program expansion and retirements, most districts have indicated areas where interns and employment candidates are needed.
3. All directors have been very receptive to the teacher exchange concept and are interested in participating in this experience.

## II. Goal

To identify, contact and recruit particularly, Native American, Hispanic and Black American individuals with the appropriate educational preparation and the appropriate occupational experience required to become certifiable through the State Board of VTAE.

Key occupational areas where minority representation is desired: Health Occupations, Trade and Industry, Business, Distributive Education, Law Enforcement, Agriculture and Home Economics.

### Program Components

1. Applicants for existing and future professional vacancies: This component of the program is focused on identifying, contacting, and recruiting minority individuals for existing and future teaching and administrative vacancies.

2. Intern experience:
   The intern experience provides flexibility for the individual who has the necessary educational preparation for teaching or administration in a vocational education setting, the appropriate occupational experience for a given area and is interested in expanding his/her occupational experience in a given area.
3. Teacher exchange:
   The teacher exchange component of the program adds depth to the interchange and exchange relationships established between the VTAE districts and the educational institutions from which some minority individuals are being recruited.

III. Performance Objectives

1. Within the Vocational-Technical Districts
   A. Increase the number of minorities contacted for teaching positions.
   B. Increase the number of minorities contacted for administrative positions.
2. Within the Vocational-Technical Districts
   A. Increase the number of minorities participating in teaching intern experience.
   B. Increase the number of minorities participating in administrative intern experiences.
3. Within the Vocational-Technical Districts
   A. Increase the number of minority individuals employed in teaching positions.
   B. Increase the number of minority individuals employed in administrative positions.

IV. Process Objectives

1. Continued recruitment at colleges and universities with significant numbers of minority students in vocational/technical areas.
2. Develop plan to recruit minorities from Business and Industry within Wisconsin.
3. Develop plan to recruit minorities from the Military.
4. Place more emphasis on obtaining total VTAE district participation.

Areas of Responsibility

1. Role of Vocational-Technical District Affirmative Action Officers and Department Chairpersons (Health Occupations, Trade and Industry, Business, Law Enforcement, Home Economics and Agriculture).

   A. Project or designate vacancies (administrative and teaching positions) for the next three (3) years: 1978-79, 1979-80 and 1980-81. These will be based primarily on retirements and a need to fill newly created positions.

B. District Affirmative Action Officers - Assist Project Director in arranging visits to VTAE districts, meeting department chairpersons and serving as a liaison with faculty.
C. Assist with recruiting minorities from business and industry within Wisconsin.

2. Role of the Program Director

General responsibilities include program direction, organizational planning, coordination of curriculum planning between minority colleges and VTAE district, planning and development of the Teacher-Exchange, Recruitment of Interns, arranging and planning of travel accommodations for faculty visits, act as a liaison between Business, Trade and Industry, Health Occupations, Agriculture and Law Enforcement chairpersons and department chairpersons of minority colleges.

Specific projected responsibilities are to:

1. Identify, contact and recruit minorities to compete for VTAE System teaching and administrative position availabilities.
2. Visit minority colleges and universities with significant minority populations to:
   A. See and observe educational environment of graduates.
   B. Discuss specific programs with chairpersons of these campuses to gain first-hand information and to explain our Vocational-Technical structure in Wisconsin.
3. Meet with placement directors and teacher - intern coordinators to discuss method of selection and placement of potential participants.
4. Assist minority persons in preparation for intern program.
5. Assist in planning of minority intern instructional tasks.
6. Develop Teacher-Exchange process between state Vocational-Technical schools and those with significant minority populations.
7. Assist in selecting participants in the Teacher-Exchange Program.
8. Arrange for visitation of State Vocational-Technical Districts by placement officers and department chairpersons on minority institutions.
9. Assist employment of minority participants in regular administrative and teaching positions in the state Vocational-Technical Districts.
10. Establish contacts and relationships with business and industry within Wisconsin.
11. Develop plans to recruit minorities from the Military.

TIMETABLE

January 1979 - December 1979

January

1. Assist interns with settling in districts.
2. Meet with District Directors nnd significant others relative to intern placements for summer session 79, fall 79 and areas for position openings fall 79.
3. Talk with significant others in districts relative to above.
4. Report to IPA.

February

1. Recruitment from institutions.
2. More recruitment emphasis on Business and Industry.
3. More recruitment emphasis on Military.
4. Feedback to Department Chairpersons placement on intern settlement and identify candidates.
5. Begin to identify individuals for Teacher Exchange fall 79 - spring 80 within VTAE districts and institutions.

March and April

1. Recruitment.
2. Feedback to districts.
3. Feedback to institutions.
4. Identify candidates.
5. VTAE district representatives to travel with the Program Director to talk with candidates.

May and June

1. Make placements within districts - interns employment candidates.
2. Prepare July report for IPA.
3. Program evaluation.
4. Meet with District Director and significant others.
5. Secure district funding for 79-80.

July - December

1. Repeat the above process
2. More emphasis on identifying Teacher-Exchange candidates.